QOLT
quality online learning & teaching

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Quality Online Learning and Teaching (QOLT) Instrument

This course design rubric includes the following standards:

1. Course Overview and Introduction (3 objectives)
2. Assessment of Student Learning (3 objectives)
3. Instructional Materials and Resources (3 objectives)
4. Student Interaction and Community (5 objectives)
5. Technology for Teaching and Learning (4 objectives)
6. Learner Support and Resources (3 objectives)
7. Accessibility and Universal Design (1 objective)
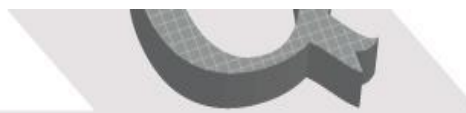8. Mobile Design Readiness (optional) (2 objectives)

This rubric is designed to be used when reviewing an online course. For each standard, course reviewers should indicate below whether the standard has been met, met "if modified" (as suggested by the reviewer), or not met. Reviewers are strongly encouraged to provide meaningful feedback in the space provided to assist the course designer in meeting the standard.

Additional resource: WA Course Design Checklist created by SBCTC (added 8/6/2019).

Section 1. Course Overview and Introduction (3 objectives)
Instructor gives a thorough description of the course, as well as introducing students to the course.

Objectives	Example	Rating
1.1 Course environment provides clear and detailed instructions for students to begin accessing course components, such as syllabus, course calendar, assignments, and support files.	Welcome materials clearly introduce the course structure and components. ● Is there a "start here" or "welcome" link? ● Is there a course tour or overview? ● Are there clear statements for students about how to begin coursework? ● Is there easy access to LCC-approved syllabus? Syllabus Template	☐ Standard met ☐ Standard met if modified (see feedback) ☐ Standard not met
1.1 Feedback:		

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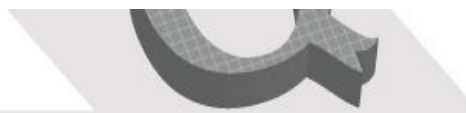
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1.2 Online etiquette expectations for various forms of course communication and dialog (e.g., chat, "hangout," email, online discussion) are presented and clear to the student.	Rules of conduct may include use of the language and formatting. See LCC's Netiquette Video	☐ Standard met ☐ Standard met if modified (see feedback) ☐ Standard not met
1.2 Feedback:		
1.3 A list of technical competencies necessary for course completion is provided, identifying and delineating the role/extent the online environment plays in the total course. Review later	Technical competencies may include the use of the Learning Management System, downloading and uploading, file management/sharing, communications tools, collaboration tools, discipline-specific software or hardware. NorthStar Digital Literacy Assessment	☐ Standard met ☐ Standard met if modified (see feedback) ☐ Standard not met
1.3 Feedback:		

Section 2. Assessment of Student Learning (3 objectives)
Student Evaluation and Assessment refers to the process used to gather evidence of the achievement of the Student Learning Objectives/Outcomes (SLOs). *We strongly recommend that instructors contact the Office of Academic Assessment for assistance and information about this section.*

Objectives	Example	Rating
2.1 The learning activities (including the assignments and ungraded activities) promote the achievement of the SLOs.	Instructors explain how learning activities such as assignments or discussions contribute to the achievement of the stated SLOs. E.g., A quiz asking students to identify and label body parts would align with an objective such as "Students will be able to identify and label body parts of a human female." A forum having students talk about various body parts, would not align with the objective.	☐ Standard met ☐ Standard met if modified (see feedback) ☐ Standard not met
2.1 Feedback:		

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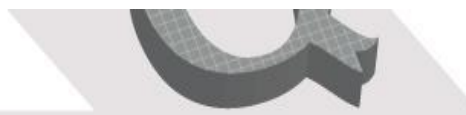quality online learning & teaching

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2.2 The assessment instruments (e.g., rubrics, grading sheets) are detailed and appropriate to the student work and respective outcomes being assessed.	There are multiple ways for students to demonstrate competence or mastery. E.g., research project, paper, tests, presentations, or multimedia projects. Students are not just graded for online participation but the quality of their participation and contributions. A clear articulation of requirements to be successful at the assignment must be present.	☐ Standard met ☐ Standard met if modified (see feedback) ☐ Standard not met
2.2 Feedback:		
2.3 Course provides multiple opportunities for students to "self-check" their learning.	Activities may include but are not limited to blogs for reflection, peer review, practice test and draft of term paper, module summary.	☐ Standard met ☐ Standard met if modified (see feedback) ☐ Standard not met
2.3 Feedback:		

Section 3. Instructional Materials and Resources (3 objectives) Addresses the variety of materials and material formats the instructor has chosen to present course content and enable students to meet relevant learning outcomes and, when possible, the affordability of chosen course materials.		
Objectives	**Example**	**Rating**
3.1 All resources and materials used throughout the course are appropriately cited.	These resources and materials include text, images, tables, videos, audio, and website. In addition to citation, when possible, direct link to the source may be provided.	☐ Standard met ☐ Standard met if modified (see feedback) ☐ Standard not met
3.1 Feedback:		
3.2 The number of steps users had to take in order to reach primary content was minimized.	Primary course content, activities, and assessments were at most two clicks away from the course landing page.	☐ Standard met ☐ Standard met if modified (see feedback) ☐ Standard not met
3.2 Feedback:		

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3.3 The visibility of content not directly applicable to student learning outcomes was minimized.	Supplemental resources and optional content were clearly labeled as such and placed at the bottom of course pages.	☐ Standard met ☐ Standard met if modified (see feedback) ☐ Standard not met
3.3 Feedback:		

Section 4. Student Interaction and Community (5 objectives)
Addresses (1) the opportunities students have to interact with the content, their peers, and their instructor, and (2) how well the course design encourages students to become active learners and contribute to the online course community.

Objectives	Example	Rating
4.1 Students have an opportunity at the beginning of the course to-self-introduce and develop a sense of community.	Students are encouraged to post an image and share information such as hobbies or learning goals for the course to build the community at the beginning. Examples: discussion board, a blog or video.	☐ Standard met ☐ Standard met if modified (see feedback) ☐ Standard not met
4.1 Feedback:		
4.2 Course provides information about being a successful online learner/student.	Course provides a self-assessment for students to identify their readiness for learning online and learning strategies or provides a link to an online readiness survey: Online Readiness Self-Assessment SBCTC Online Readiness Self-Assessment	☐ Standard met ☐ Standard met if modified (see feedback) ☐ Standard not met
4.2 Feedback:		
4.3 Navigation throughout the online components of the course is logical, consistent, and efficient.	Discussions are organized in clearly defined forums, threads, or communities. The course utilizes consistent structure across modules.	☐ Standard met ☐ Standard met if modified (see feedback) ☐ Standard not met
4.3 Feedback:		

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4.4 Learning activities facilitate and support active learning that encourages frequent and ongoing engagement.	Opportunities for engagement may include discussions, weekly activities, group work, weekly reflections, etc.	☐ Standard met ☐ Standard met if modified (see feedback) ☐ Standard not met
4.4 Feedback:		
4.5 Requirements for student participation and interaction are clearly communicated.	Requirements for participation (e.g., frequency, length, timeliness) are included in the description of the assignment.	☐ Standard met ☐ Standard met if modified (see feedback) ☐ Standard not met
4.5 Feedback:		

Section 5. Technology for Teaching and Learning (4 objectives) Addresses how well the instructor utilizes technology to effectively deliver course content, engage students in learning activities (individual, student-to-student, and instructor-to-student), and allow students to express themselves or demonstrate learning.		
Objectives	**Example**	**Rating**
5.1 A variety of instructional materials, tools, and media are used to support course learning objectives.	Examples include use of videos or animation, Google Docs or other instructional technologies.	☐ Standard met ☐ Standard met if modified (see feedback) ☐ Standard not met
5.1 Feedback:		
5.2 Technological tools and resources used in the course enable student engagement and active learning.	Instructor uses collaborative software such as Google Docs, wikis, or Big Blue Button to work with students one-on-one or on group projects.	☐ Standard met ☐ Standard met if modified (see feedback) ☐ Standard not met
5.2 Feedback:		
5.3 Clear information regarding access to the technology and related resources required in the course is provided.	Information about where and how to acquire and use the technologies is available. For downloads, instructor provides direct links. Any costs are specified up-front. Tutorials	☐ Standard met ☐ Standard met if modified (see feedback)

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	are provided on how to use the tool/technology.	☐ Standard not met
5.3 Feedback:		
5.4 Acceptable technological formats for assignment completion and submissions have been communicated.	Textbox entry, Word Document, Rich Text Format, Google Doc, multimedia, etc.	☐ Standard met ☐ Standard met if modified (see feedback) ☐ Standard not met
5.4 Feedback:		

Section 6. Learner Support and Resources (3 objectives) Addresses the program, academic, and/or technical resources available to learners. Though instructors may not play the direct support role, they should be aware of potential issues and promote what is available to support students.		
Objectives	**Example**	**Rating**
6.1 The course syllabus (or related handbook?) lists and/or links to a clear explanation of the technical support provided by the campus and suggestions as to when and how students should access it.	Technical support may mean the eLearning help desk where students would seek assistance when they have technical problems with the Learning Management System.	☐ Standard met ☐ Standard met if modified (see feedback) ☐ Standard not met
6.1 Feedback:		
6.2 Course syllabus (or related) provides an introduction to campus academic (non-technical) support services and resources available to support students in achieving their educational goals.	Academic support services may include but not limited to the Library, Tutoring Services, and Math Achievement Center. Resources may include online orientation for new students, successful learning strategies for online learners.	☐ Standard met ☐ Standard met if modified (see feedback) ☐ Standard not met
6.2 Feedback:		
6.3 Course syllabus (or related) provides information regarding how the institution's student support (non-academic,	Such services usually include but are not limited to registration,	☐ Standard met

non-technical) services and resources can help students succeed and how they can access these services.	advising, Disability Support Services and counseling.	☐ Standard met if modified (see feedback) ☐ Standard not met

6.3 Feedback:

Section 7. Accessibility and Universal Design (1 objective)

Addresses the course's adherence to accessibility and universal design principles that are critical to some learners but that benefit all learners. **NOTE:** We strongly recommend that instructors contact their campus disability service center for assistance and information related to this section.

Objectives	Example	Rating
7.1 Course reflects requirements of the Accessibility Checklist. (link)	LCC's Accessibility Checklist	☐ Standard met ☐ Standard met if modified (see feedback) ☐ Standard not met

7.1 Feedback:

Section 8. Mobile Design Readiness (optional) (2 objectives)

As students increasingly rely on mobile phones and tablets to access and interact with course content, it is important to be aware of a few factors that can make the experience more successful for students. This does not mean that all course components (e.g., online exams) must be tailored toward mobile device usage. However, general course resources (text, audio, video) should be mobile-friendly.

Objectives	Example	Rating

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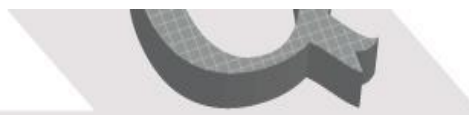LOWER COLUMBIA COLLEGE

8.1 Audio and video content displayed easily on multiple platforms such as PCs, tablets, and smartphones	- Audio and video clips were each 15 minutes or less. - Audio/video content was in a mobile-friendly format such as MP3 or MP4 or was linked to YouTube. - Video resolution was 480x320 for phones and 640x480 for tablets. Video presets allowed for use on mobile platforms.	☐ Standard met ☐ Standard met if modified (see feedback) ☐ Standard not met
8.1 Feedback:		
8.2 Course content was easy to read on multiple platforms such as PCs, tablets, and smartphones.	- Instructor avoided the use of pop-up screens, moving text, large images, and long headings/labels for general course content on main pages. - Content did not require excessive scrolling (especially horizontal scrolling) to view. - Images and text in main content body adjusted automatically to the width of viewer screens or were maximum 600px in length. - Smaller images that allowed content to load quickly were used to convey essential information. - Images formats were .jpg, .png, or .gif. - Text was clear and labels were short. - Fonts were large enough to be read easily – at least 12 pt. - Content items normally clickable with a mouse were also tappable.	☐ Standard met ☐ Standard met if modified (see feedback) ☐ Standard not met
8.2 Feedback:		